DOCUMENT RESUME

ED 046 623 RE 003 187

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TITLE Analysis of Elementary Reading Program, Winston-Dillard School District No. 116, Douglas County, Oregon.
INSTITUTION Oregon Univ., Eugene. Bureau of Educational Research and Service.
PUB DATE Mar 70
NOTE 45p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Elementary Grades, Instructional Materials, *Program Evaluation, Reading Achievement, Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, *School Surveys, Teacher Evaluation, Teaching Methods

ABSTRACT

The major focuses of this reading program survey were staff preparation, instructional techniques, educational materials, and pupil achievement. Data were obtained from 47 teachers (14 men and 33 women) who represented reading instruction in grades 1 through 8. The following items were analyzed in detail: personnel description (age, sex, and degree), courses taken in reading, teaching experience, class schedules, materials used, student achievement (using the Otis-Lennon Intelligence Test and the Stanford Achievement Test), class sizes, grouping practices, and correlation of subject areas to reading activities. The Instructional Skills in Reading Test was administered to 43 teachers, and observations concerning reading materials in the school district were made. Recommendations were made by the teaching staff and by the Bureau of Educational Research survey team of the University of Oregon College of Education, who conducted the survey. Extensive tables and figures are given. (DE)

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Analysis of Elementary Reading Program

Winston-Dillard School District No. 116

Douglas County, Oregon

RE003 187

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE
College of Education
University of Oregon
Eugene, Oregon

March, 1970

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ANALYSIS OF ELEMENTARY READING PROGRAM

Winston-Dillard School District No. 116

Douglas County, Oregon

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BUREAU OF EDUCATIONAL RESEARCH AND SERVICE
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March 1970

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Mr. Hoy Rice
Chairman, Board of Directors
Winston-Dillard District No. 116
Dillard, Oregon

Dear Mr. Rice:

Attached is the report of the reading instruction survey of the Winston-Dillard elementary schools as prepared by the Bureau of Educational Research and Service. Major focus has been made on staff preparation, instructional technique, educational materials, and pupil achievement. It is our hope that the findings and recommendations presented in this study will be helpful in planning for the continued improvement of your schools.

Such a periodic evaluation of each curricular area for its effectiveness at each level as well as its logical progression through the grades always is educationally commendable. In a subject as basic as reading, such evaluation is of special importance. It is to the credit of the Winston-Dillard district and its supportive community that such a study was undertaken in the interest of educational improvement.

Because the nature of a reading instruction study in grades 1 to 8 required close cooperation with school personnel, the study team is most appreciative of the full cooperation extended by teachers and administrators involved. Without their assistance and positive attitude, this report could not have been accomplished.

It has been a pleasure for the University of Oregon to be of service to your district in this matter. If we can be of further assistance, please do not hesitate to call on us again.

Sincerely,

P. B. Jacobson

Paul B. Jacobson, Dean
College of Education

PBJ:jc

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WINSTON-DILLARD ELEMENTARY
READING PROGRAM ANALYSIS

Introduction

The elementary reading program analysis of the Winston-Dillard School District consists of data gathered from 47 teachers representing reading instruction in grades one through eight. The areas of concentration are:

1. Personnel description relating to reading instruction--age, sex, degree.
2. Number of reading courses taken.
3. Teaching experience.
4. Weekly class schedules.
5. Materials available for reading instruction.
6. Student achievements--including expectancy levels, basal text assignment, and class sizes.
7. Grouping practices for reading instruction.
8. Correlation of reading with other subjects.
9. Competencies of teachers to teach reading skills.

Within each of the nine areas are subtopics which directly relate to the major category and will be discussed.

The information compiled is that given by the teacher.

Personnel Description

The personnel involved in the study--a total of 47--consist of the teachers involved in reading instruction in grades one through eight.

Categories for analysis are age, sex, and the most recent academic degree from a college or university.

Age. The ages are broken into four categories: 20-29; 30-39; 40-49; 50+.

The ages of the teachers in the primary grades as well as in grade seven show a high percentage of teachers in the 50+ category. This high percentage is the cause for the imbalance in the district totals, which places 32 percent of the teachers in the 50+ category. (See Table 1.) The other grades are somewhat balanced in age with a higher percentage of younger teachers in grade five. There is a tendency for the eighth grade teachers to come near the 50+ category since there are no reading instructors in the ages of 20-29 or 30-39.

District totals are 20-29 (12); 30-39 (9); 40-49 (11); 50+ (15).

Table 1

AGES OF TEACHERS AT GRADE LEVELS AND DISTRICT TOTAL

Age	Grade								District Total
	1	2	3	4	5	6	7	8	
20-29	12 1/2%	29%	16 2/3%	33%	50%	33 1/2%	25%		25%
30-39	25%	15%	16 2/3%	17%	33%	33 1/3%			19%
40-49	12 1/2%	15%	16 2/3%	17%	17%	33 1/3%	25%	75%	24%
50+	50%	41%	50%	33%			50%	25%	32%

Sex. The sex of reading teachers in the district is as expected other than in grade six, where all the teachers are men. Since men are not frequently found in the primary grades, it is not uncommon to find 100 percent of these teachers to be females as in this district. The district totals are 14 men and 33 women. (See Table 2.)

Table 2

SEX OF THE ELEMENTARY TEACHERS
PERFORMING READING INSTRUCTION
BY GRADE LEVEL

Sex	Grade								District Total
	1	2	3	4	5	6	7	8	
M				33%	50%	100%	50%	25%	30%
F	100%	100%	100%	67%	50%		50%	75%	70%

Degree. The district's teachers are to be commended on the high percentage having academic credit hours beyond the required bachelor's degree. Although this is true, there is still a total of five teachers, or 10 percent in the district, having less than a baccalaureate degree. (See Table 3.)

District totals are:

Below bachelor's degree	5
Bachelor's degree	3
Bachelor's degree, plus	36
Master's degree	0
Master's degree, plus	3

Table 3

HIGHEST ACADEMIC DEGREE ACHIEVED
BY TEACHERS AT EACH LEVEL

Degree	Grade								District Total
	1	2	3	4	5	6	7	8	
BB		29%	50%						10%
B	25%	15%							7%
B+	75%	56%	50%	83%	100%	83%	75%	100%	76%
M									
M+				17%		17%	25%		7%

Courses Taken

The total number of reading courses taken by the teachers involved is 216 with a district average of four per teacher. (See Table 4.) The largest average is found in the first grade with six reading courses, while the second, third, and eighth grades represent five courses per teacher. The lowest average is found in grades six and seven with two courses.

Table 4

TOTAL AND AVERAGE NUMBER OF READING COURSES
TAKEN BY TEACHERS AT EACH LEVEL

	Grade								District Total
	1	2	3	4	5	6	7	8	
Teachers	8	7	6	6	6	6	4	4	47
# Courses	54	35	33	23	21	16	11	23	216
Average	6	5	5	3	3	2	2	5	4

A check on the recency of reading courses from the district totals shows:

Courses taken within the last year	22
Courses taken within the last 2 years	42
Courses taken within the last 5 years	80
Courses taken within the last 10 years	126
Courses taken within the last 40 years	216

Courses had to be considered from the last 40 years because of the large number of teachers in the 50+ age group.

The greatest percentage of courses taken within the last year can be found in grade four with 35 percent, while the lowest is represented by grade seven with none. Teachers in grade eight show the most courses taken between ten and forty years ago and could be related to the fact that they represent the ages of 40 and beyond. (See Table 5.)

Table 5

RECENCY OF READING COURSES TAKEN BY TEACHERS PERFORMING READING INSTRUCTION AT EACH LEVEL

Recency	Grade								District Total
w/1 yr.	8%	6%	6%	35%	5%	6%		18%	10%
w/2 yr.	15%	14%	15%	39%	15%	19%	27%	26%	20%
w/5 yr.	25%	28%	42%	53%	29%	68%	54%	35%	37%
w/10 yr.	50%	51%	66%	79%	72%	75%	63%	39%	58%
w/40 yr.	100%	100%	100%	100%	100%	100%	100%	100%	100%

Teaching Experience

The amount of teaching experience for the district teachers is high, with a representation of 672 years or an average of 14 years per teacher. The greatest average amount of experience per teacher is found in grade one, while the least average amount of experience per teacher is in grade five. There is a close resemblance of experience in all grades except five and six, but more teachers have experience in grade five than in the other grades. (See Figures I and II and Table 6.) Experience figures at the different grade levels show the intermediate grades to be the highest with grade eight the least. (See Table 7.)

Figure I

PERCENTAGE OF TEACHING EXPERIENCE
AT EACH LEVEL

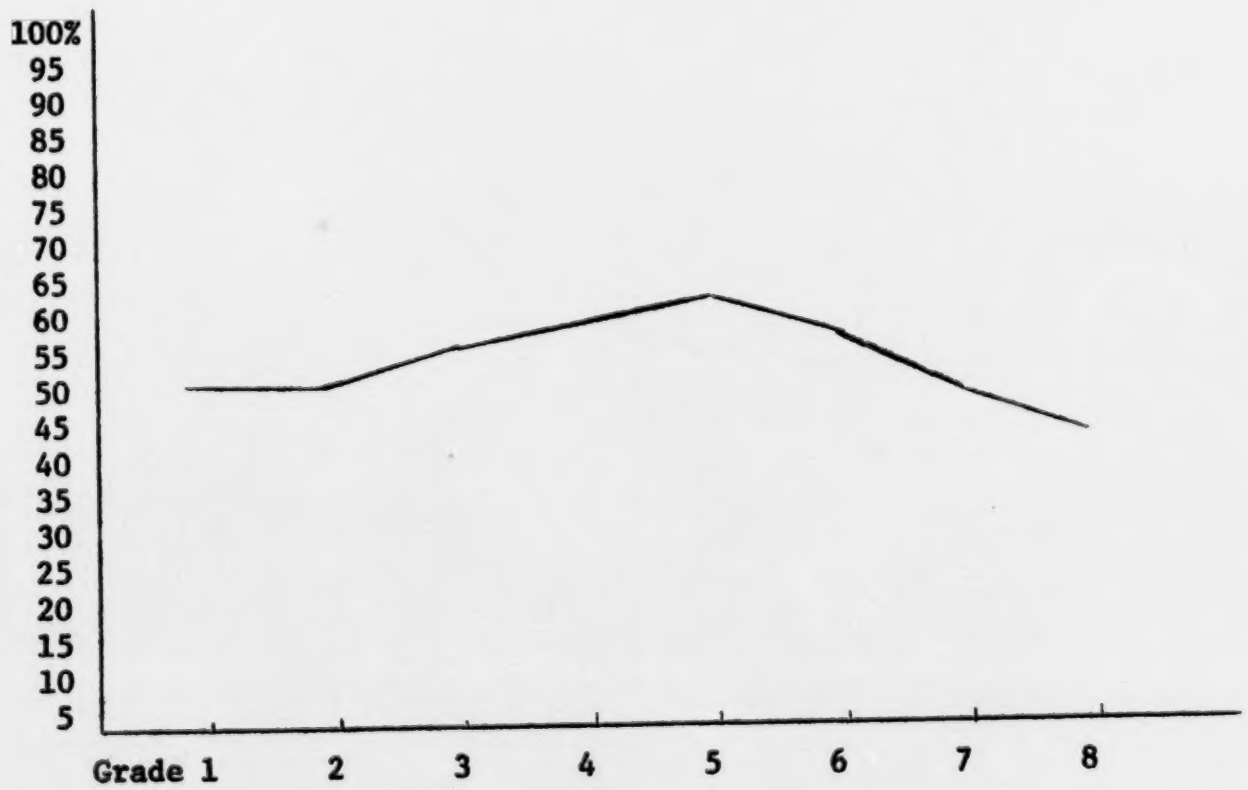

Table 6

TOTAL AND AVERAGE YEARS EXPERIENCE
OF TEACHERS AT EACH GRADE LEVEL

Experience	Grade								District Total
# Teachers	8	7	6	6	6	6	4	4	47
Total Years	166	113	83	91	43	40	72	64	672
Average/ Teacher	20	16	13	15	7	6	18	16	14

Figure II

AVERAGE YEARS EXPERIENCE OF TEACHERS
AT EACH GRADE LEVEL

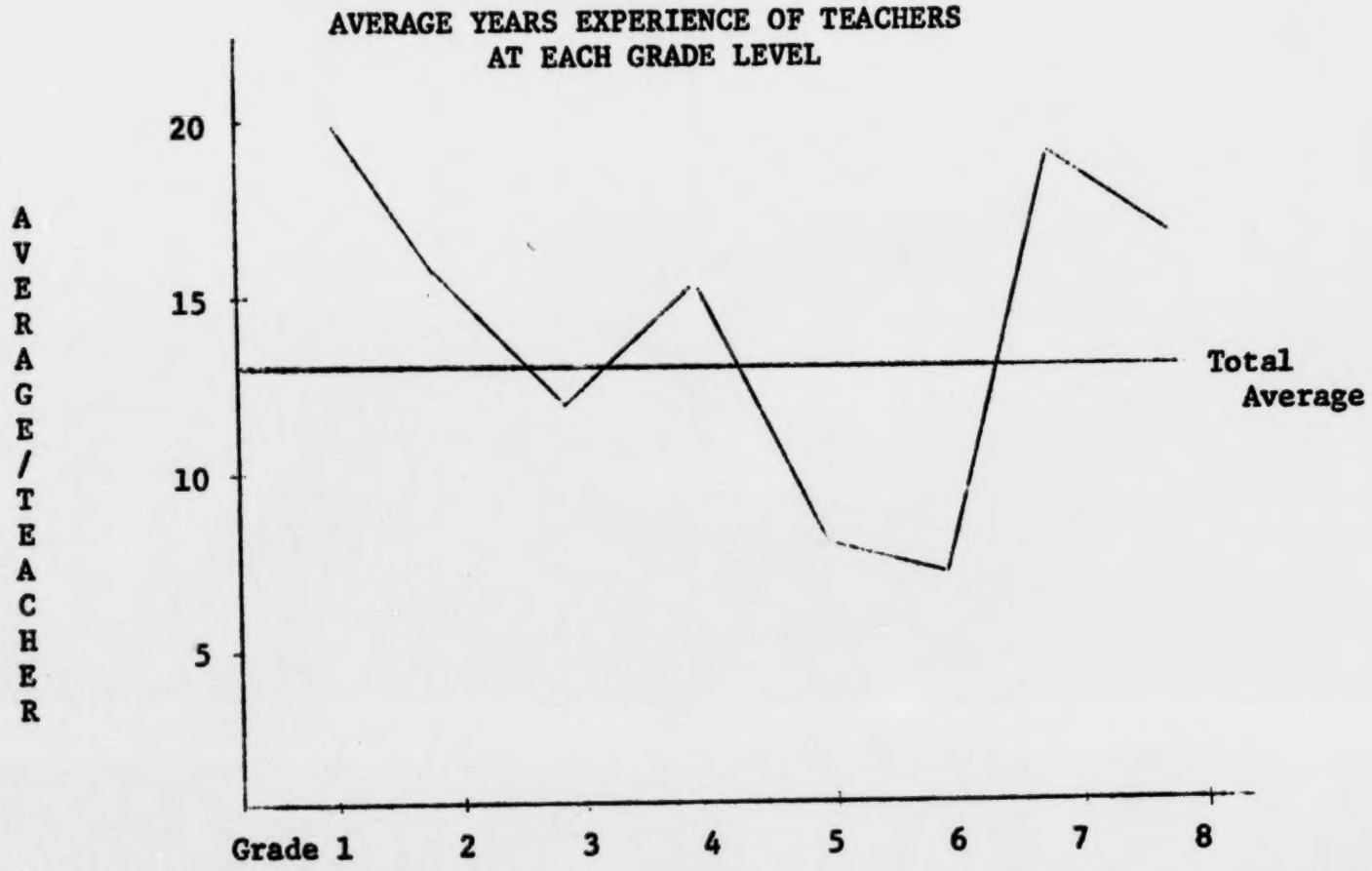

Table 7

GRADE EXPERIENCE OF TEACHERS AT EACH LEVEL

Grade Experience	Level								District Total
	1	2	3	4	5	6	7	8	
1	100%	42%	66%	33%	16%	16%	25%	75%	49%
2	50%	100%	66%	33%	16%	16%	25%	75%	49%
3	62%	71%	100%	83%	16%	16%	25%	75%	55%
4	37%	71%	66%	100%	50%	33%	75%	75%	61%
5	50%	42%	66%	33%	100%	83%	50%	100%	63%
6	50%	42%	66%	33%	66%	100%	50%	75%	59%
7	37%	42%	66%	33%	16%	33%	100%	100%	49%
8	37%	42%	66%	33%		16%	75%	100%	42%

Class Schedules

The average percentage of weekly time allotted to the area of all communication arts is very close to the recommendations of the State Department of Education.

	State Department	District
Primary	50%	50%
Intermediate	35%	35%
Upper Grades	20%	28%

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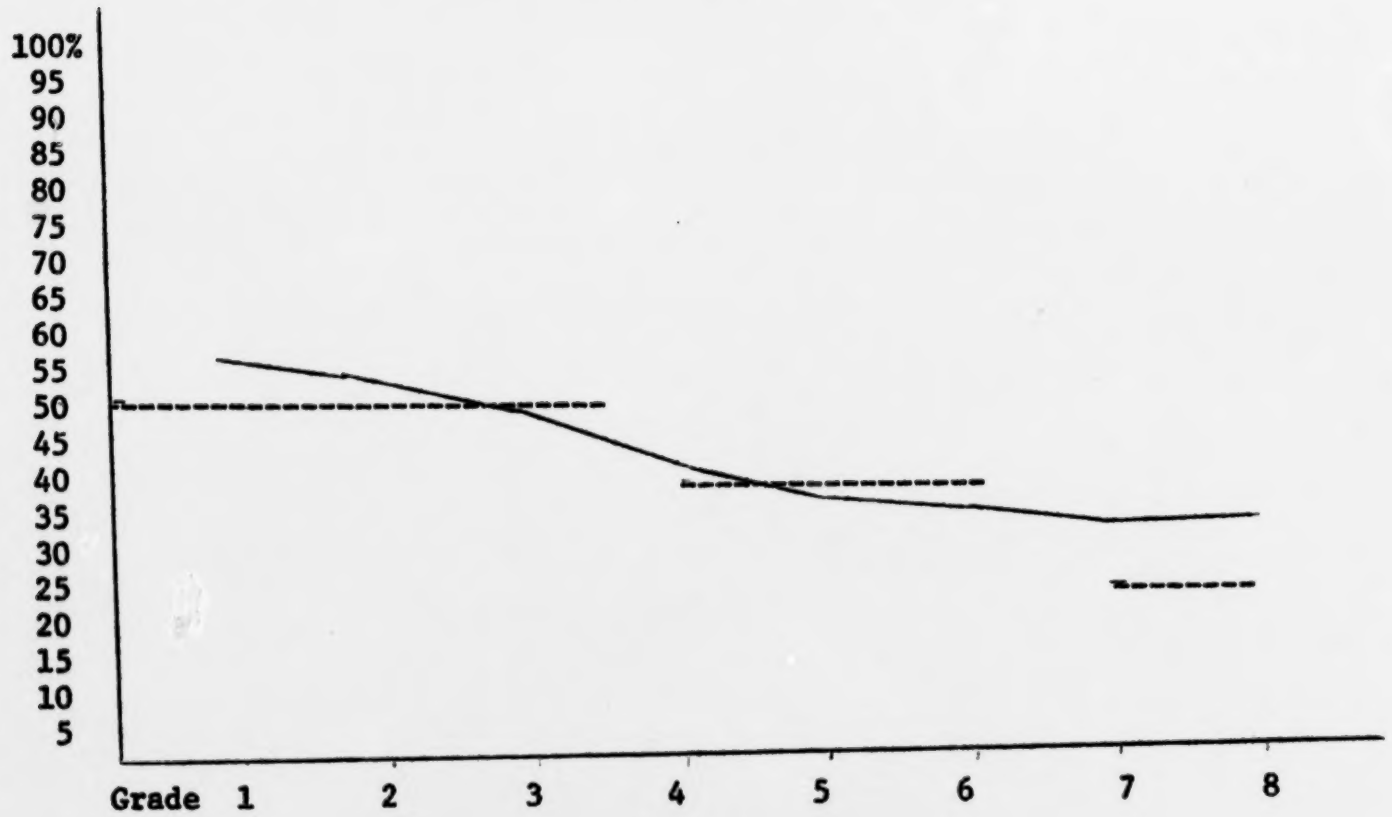
Figure III

PERCENTAGE OF TEACHING TIME FOR
TOTAL COMMUNICATION ARTS



Although the averages are comparable, there is a great variation among teachers in each grade level as shown in Figure IV. For example, the range in time allotted in grade one is from 39 percent to 68 percent; in grade two from 41 percent to 60 percent; in grade three from 36 percent to 58 percent; in grade four from 36 percent to 41 percent; in grade five from 28 percent to 42 percent; in grade six from 25 percent to 44 percent.

Since the schedules of grades seven and eight are based on a departmentalized system, the subjects are placed on a time-period basis and, therefore, do not vary.

Because of the busing situation in the district, the school day varies somewhat for students at each school. The variance is so minute that percentages will be the same; therefore, figures for this study are based on weekly school days of:

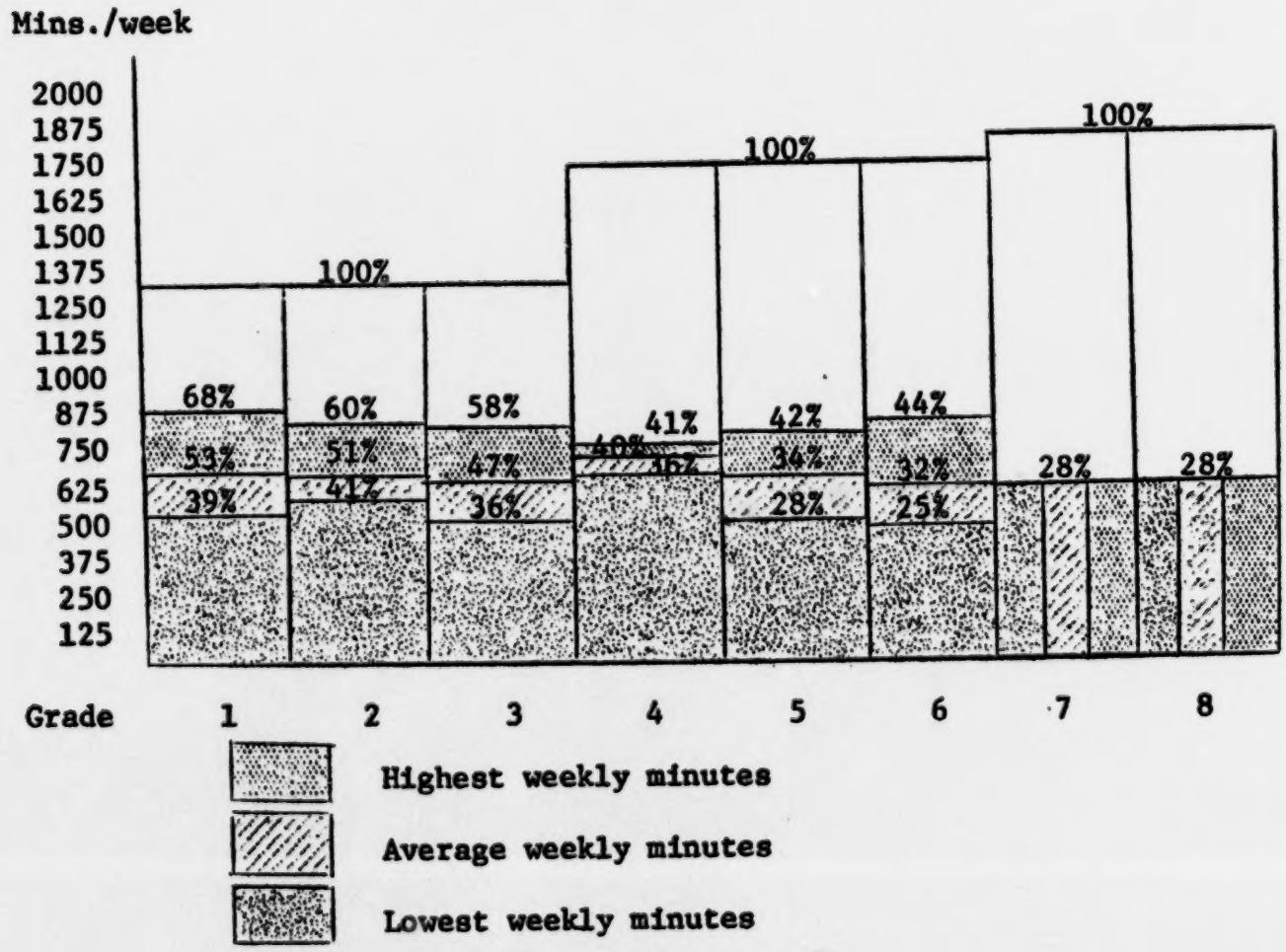
Primary -- 1275 minutes/week

Intermediate -- 1700 minutes/week

Upper Grades -- 1800 minutes/week

Figure IV

RANGE AND AVERAGE WEEKLY TEACHING TIME
FOR TOTAL COMMUNICATION ARTS



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The State Department of Education makes no recommendations for the percentage of reading instruction in relation to the time scheduled for communication arts. This will vary with the needs of the classroom and students. In all cases, the average percentage was near or greater than half the total language time allotment.

In the upper grades, where reading instruction may take various roles, the percentage shows lower than 50 percent of the total language time. (See Figures V and VI.)

Figure V

RANGE AND AVERAGE WEEKLY TEACHING TIME FOR READING

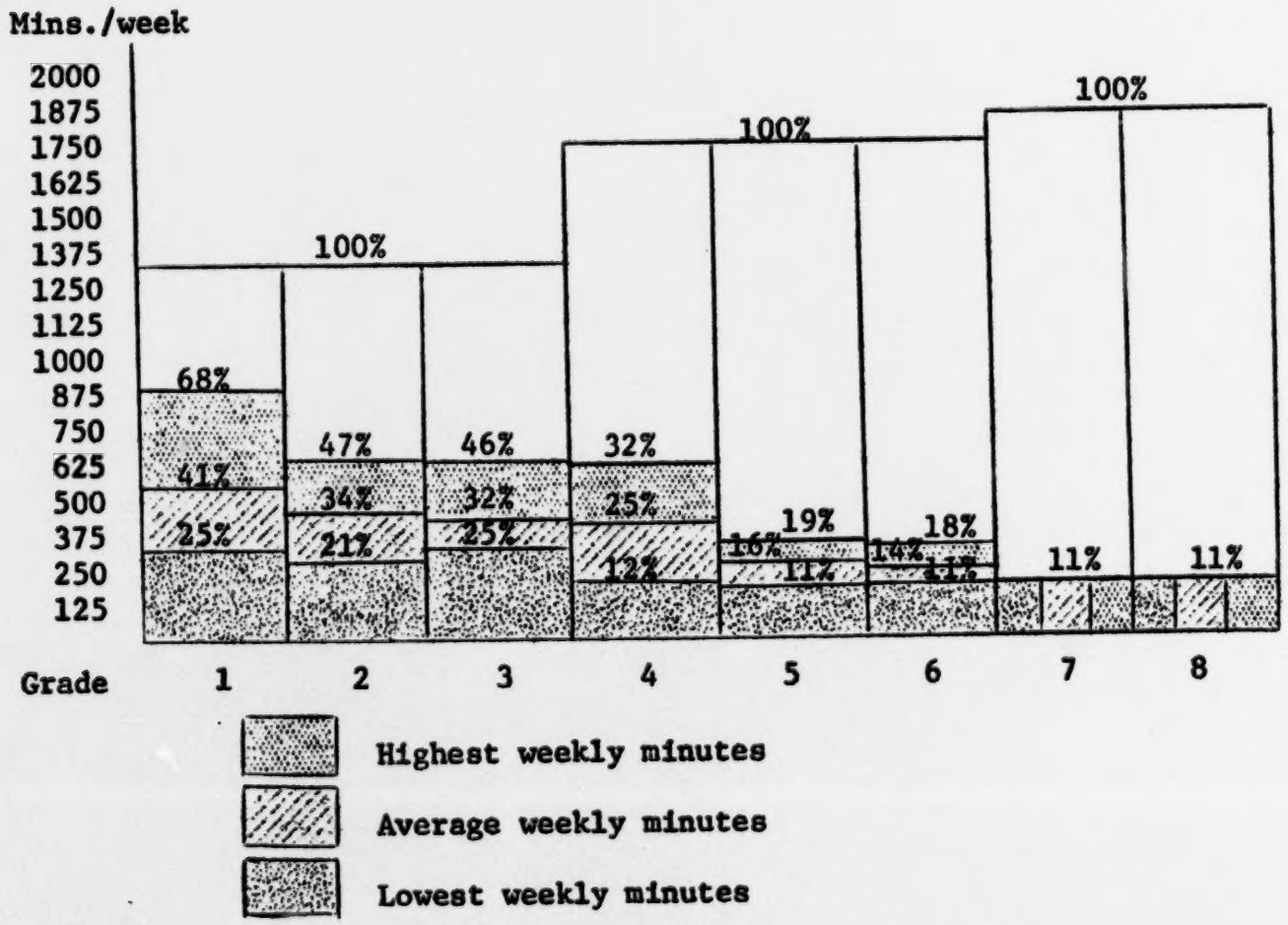
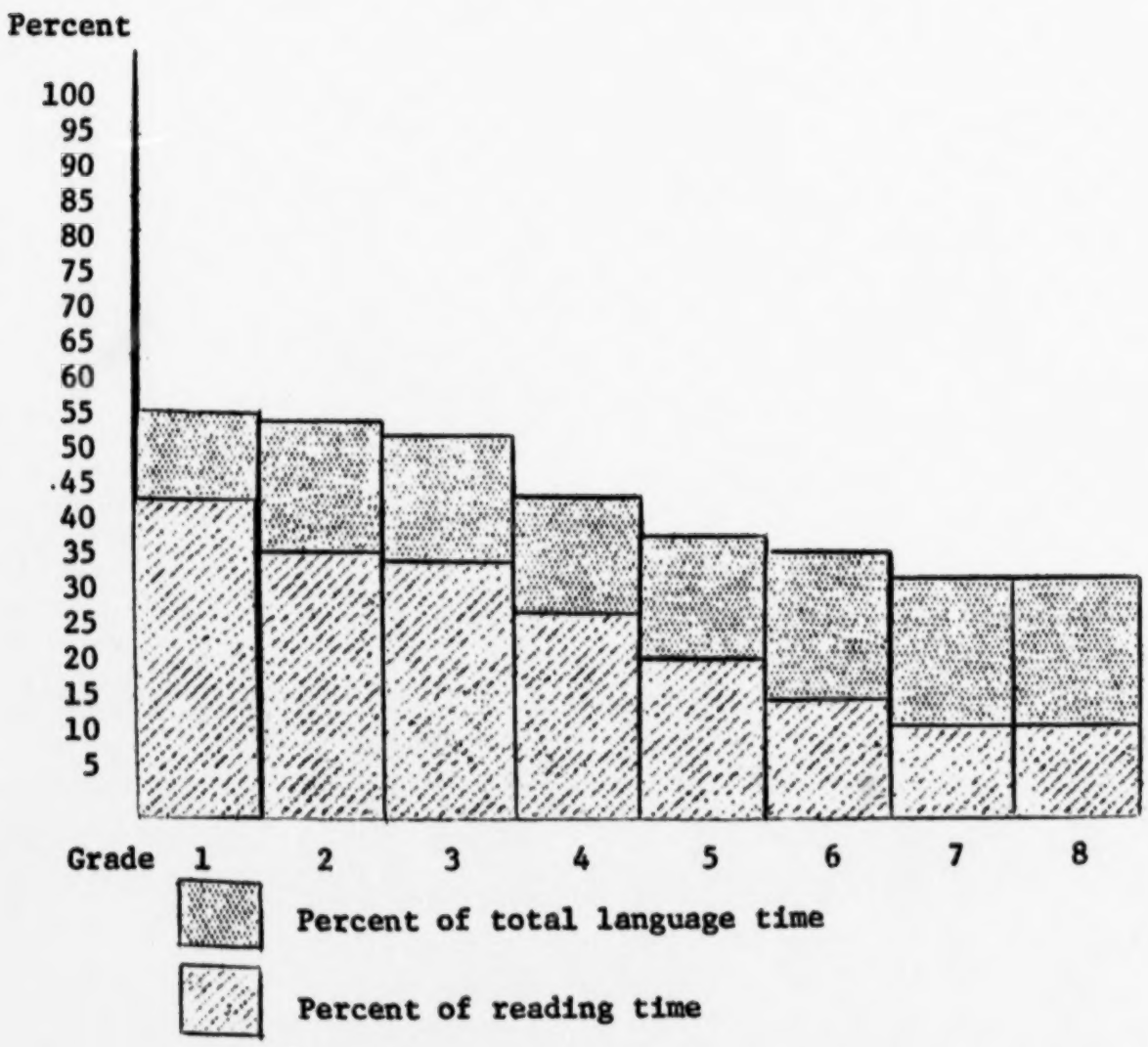


Figure VI

COMPARISON OF TEACHING TIME PERCENTAGES OF TOTAL ARTS OF COMMUNICATION AND READING INSTRUCTION



Materials Used

An abundance of reading materials is available. There is a great variation not only in the different basal textbook series used at each grade level but also in the recency of the material. Textbooks being used in the district have copyright dates of 1941 to 1969.

Since the Ginn series has been the adopted text in the district for the past several years, there is continuity throughout the grades. However, it is evident that a continuous growth program is not available because of the various programs being used at the different levels.

The textbooks and related materials are basically provided in one or two different levels at each grade. Exceptions to this case are in those classrooms where the Sullivan Reading Program has been introduced.

The upper grades show a diversity of materials which are required for the types of programs being carried out. The seventh grade, for example, is grouped into developmental reading and remedial reading categories with a reading teacher involved and an abundance of materials.

The materials for reading instruction purposes found at each grade level are:

GRADE 1

Textbooks

Title	Publisher-Date	Grade Level
Little Red Story	Ginn, 1948	PP-P-1
Little Green Story	Ginn, 1948	
Little Blue Story	Ginn, 1948	
We Look and See	Scott Foresman, 1941	PP-P-1
Phonetic Keys	Economy, 1964	R-PP-1-2
Little White House	Ginn, 1948	P-1
Cherry Street	Ginn, 1948	1
Dot and Jim	Economy	P
Programmed Reading-Sullivan	McGraw-Hill, 1968	1-6
Dick and Jane Series	Scott Foresman Lippincott	1-3

GRADE 1 (Cont.)

Workbooks - Worksheets

Title	Publisher-Date	Grade Level
Do and Learn	Ginn	PP-P-1
	Continental Press	1
Self-Help Activities	Ginn	P-1
Tag Workbook	Economy	P P
We Work with Words	Economy	
Sullivan Storybooks	McGraw-Hill	1-6
Webstermasters	McGraw-Hill	
SRA Readiness		

GRADE 2

Textbooks

Title	Publisher-Date	Grade Level
Programmed Reading	McGraw-Hill (Sullivan), 1968	1-6
Basic Reading	Lippincott, 1963-69	1
Basic Readers	Ginn	2
We Are Neighbors	Ginn, 1961	2
Around the Corner	Ginn, 1961	2
Cherry Street	Ginn, 1961	1
Phonetic Keys	Economy Co.	1-2
	Scott Foresman	1-2
Little White House	Ginn, 1961	P
Jack and Janet	Houghton-Mifflin, 1966	1

Workbooks - Worksheets

Title	Publisher-Date	Grade Level
Workbooks	Ginn	2
	Continental Press	Primary
	Hays Pub. Corp.	2
	Charles Merrill, 1959	2
	SRA	2
Sullivan Webstermasters	McGraw-Hill, 1964, 1968	1-3
The Sound Way to Reading (Records and Charts)	Bremner-Davis Phonics Inc., 1963	

GRADE 3

Textbooks

Title	Publisher-Date	Grade Level
Around the Corner	Ginn, 1961	2
Finding New Neighbors	Ginn	3
Friends Far and Near	Ginn	3
Fun and Fancy	Ginn	3, 4
SRA Lab Reading	SRA	
	Scott Foresman, 1956	
Programmed Reading	Sullivan, 1965	Bks. 3-21
	Lyons and Carnahan, 1960	
Tag Series		
Basic Reading	Lippincott	2

Workbooks - Worksheets

Title	Publisher-Date	Grade Level
All workbooks for texts	Ginn	2, 3
Conquests in Reading	Kottmeyer-Ware	
Weekly Readers		
Phonics Development	Milliken, 1967	2, 3
Reading and Thinking Skills	Continental Press	2, 3
Trip Through Wonderland	Continental Press	2, 3
Teacher Made Worksheets		
Webstermasters	Sullivan, 1965	

GRADE 4

Textbooks

Title	Publisher-Date	Grade Level
SRA Reading Lab	SRA	4
Roads to Everywhere	Ginn, 1961, 1949	4
Magic Carpet	Charles Merrill, 1960	4
Reading Digest Skill Builders		3, 4
Tales to Enjoy	Economy, 1960	4
	Lyons and Carnahan, 1962	3
Sailor Jack Series	Benefic, 1960	1-3
Wings to Adventure	Ginn, 1961	6

GRADE 4 (Cont.)

Workbooks - Worksheets

Title	Publisher-Date	Grade Level
Do and Learn	Ginn	4, 6
Reading and Thinking Skills	Continental Press	3, 4
Libraries Are for Children	Fordham, 1965	4-6
Do and Learn	Economy, 1960	4

GRADE 5

Textbooks

Title	Publisher-Date	Grade Level
Trails to Treasure	Ginn, 1961	5
Library Books		3-7
Enchanted Isles	Charles Merrill, 1960	5
Bright Peaks	Houghton Mifflin, 1962	6
Days of Adventure	Lyons and Carnahan, 1956	5
Aboard the Story Rocket	Singer, 1960	6

Workbooks - Worksheets

Title	Publisher-Date	Grade Level
Phonics We Use		4-6
Reading and Thinking Skills	Continental Press	4-6
SRA Kit		
Syllable of Accent Charts	Ideal Sch. Supplies, 1966	Intermediate
Gel-Sten Phonics	Gel Sten Co.	5
Newstime	Scholastic	5
Worksheets	Houghton-Mifflin	
Days of Adventure	Lyons-Carnahan	5

GRADE 6

Title	Publisher-Date	Grade Level
Shining Hours	Bobbs Merrill, 1960	4
Reading Digest Skill Builders		4
Dolch		
Wings to Adventure	Ginn, 1961	6
Adventures Now and Then	Ginn, 1963	6
Adventures Now and Then	Harper Row, 1961	4-9
Happiness Hill	Merrill, 1960	2-3
Once Upon a Storytime	Lyons and Carnahan, 1950	3

GRADE 6 (Cont.)

Workbooks - Worksheets

Title	Publisher-Date	Grade Level
Basic Reading	Lippincott	4
Newstime	Scholastic Press	5-7
SRA	SRA, 1960	6
Fun to Do Book	Lyons and Carnahan, 1954	3
Be a Better Reader	Prentice Hall, 1968	4-6

GRADE 7

Textbooks

Title	Publisher-Date	Grade Level
	Scott Foresman, 1962	5-6
Adventures for Readers	Harcourt, 1963	7
Adventures for You	Harcourt, 1962	4-6
Reading with Purpose	ABC, 1962	7
Reading Literature	Row Peterson, 1957	
Doorways to Discovery	Ginn & Co., 1960	
Jim Forest Series	Harr Wagner, 1959	
Wildlife Adventure Series	Harr Wagner, 1966	
The Deep Sea Adventure Series	Harr Wagner, 1959	
The Morgan Boy Series	Harr Wagner, 1965	
Space Age Books	Benetic, 1964	
World Adventure Series	Benetic, 1963	
Interesting Reading	Pollett, 1961	
A World of Events	1964	7

Workbooks - Worksheets

Title	Publisher-Date	Grade Level
Know Your World		
Read Magazine		
Readers Digest		
TAB Book Club		
Listen and Read	Ed 1, 1961	
Adventure for You	1962	
The School Times		

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GRADE 8

Textbooks

Title	Publisher-Date	Grade Level
Adventure for Readers	Harcourt Brace, 1963	8
Journeys Into America	Houghton Mifflin, 1961	8

Workbooks - Worksheets

Title	Publisher-Date	Grade Level
Reading Practice and Journeys	Houghton Mifflin, 1961	8
Journeys Into America	Houghton Mifflin, 1961	8
Read Magazine	Xerox Corp.	
Readers Digest		
Oregonian		

Student Achievement

Tables 8 and 9 and Figures VII and VIII are the result of comparing the reading expectancy of each child with his average reading achievement score. For this comparison the correlation chart provided by the Otis Lennon and Stanford Achievement scores was used. Although the Intelligence scores of the children are derived from varied forms of tests, few correlation charts are available relating I.Q. with the Stanford Achievement Test. In most cases the correlation between any I.Q. test and this particular achievement test would be similar.

The minus numbers designate the years and months the child is achieving below his expectancy level as derived from his Intelligence Quotient, while the positive numbers designate those years and months the child is achieving above his expectancy level. The middle designates those students who are achieving at the level of expectancy in relation to Intelligence scores. (See Figure VII.)

Although there is a high peak for those students at the expectancy level, there are many students at the plus and minus one year levels.

Table 8

CORRELATION OF READING ACHIEVEMENT AND EXPECTANCY
USING THE OTIS-LENNON INTELLIGENCE TEST
AND STANFORD ACHIEVEMENT

Boys

Grade	-3+	-3.0	-2.5	-2.0	-1.5	-1.0	Expectancy Level	+1.0	+1.5	+2.0	+2.5	+3.0	+3+	Total % Reporting
1														0%
2					5%	13%	77%	5%						27%
3				7%	2%	38%	38%	11%	2%	2%				53%
4		2%	4%	9%	6%	24%	30%	14%	8%	3%				88%
5	2%	4%	2%	12%	16%	26%	36%	2%						68%
6		5%		14%	7%	14%	41%	5%	14%					29%
7		4%	8%	14%	8%	18%	28%	12%	2%	4%			2%	64%
8														0%
Total		3%	4%	10%	7%	23%	37%	9%	5%	2%				41%

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Figure VII

PERCENTAGES OF READING EXPECTANCY LEVELS
IN RELATION TO READING ACHIEVEMENT SCORES

Boys

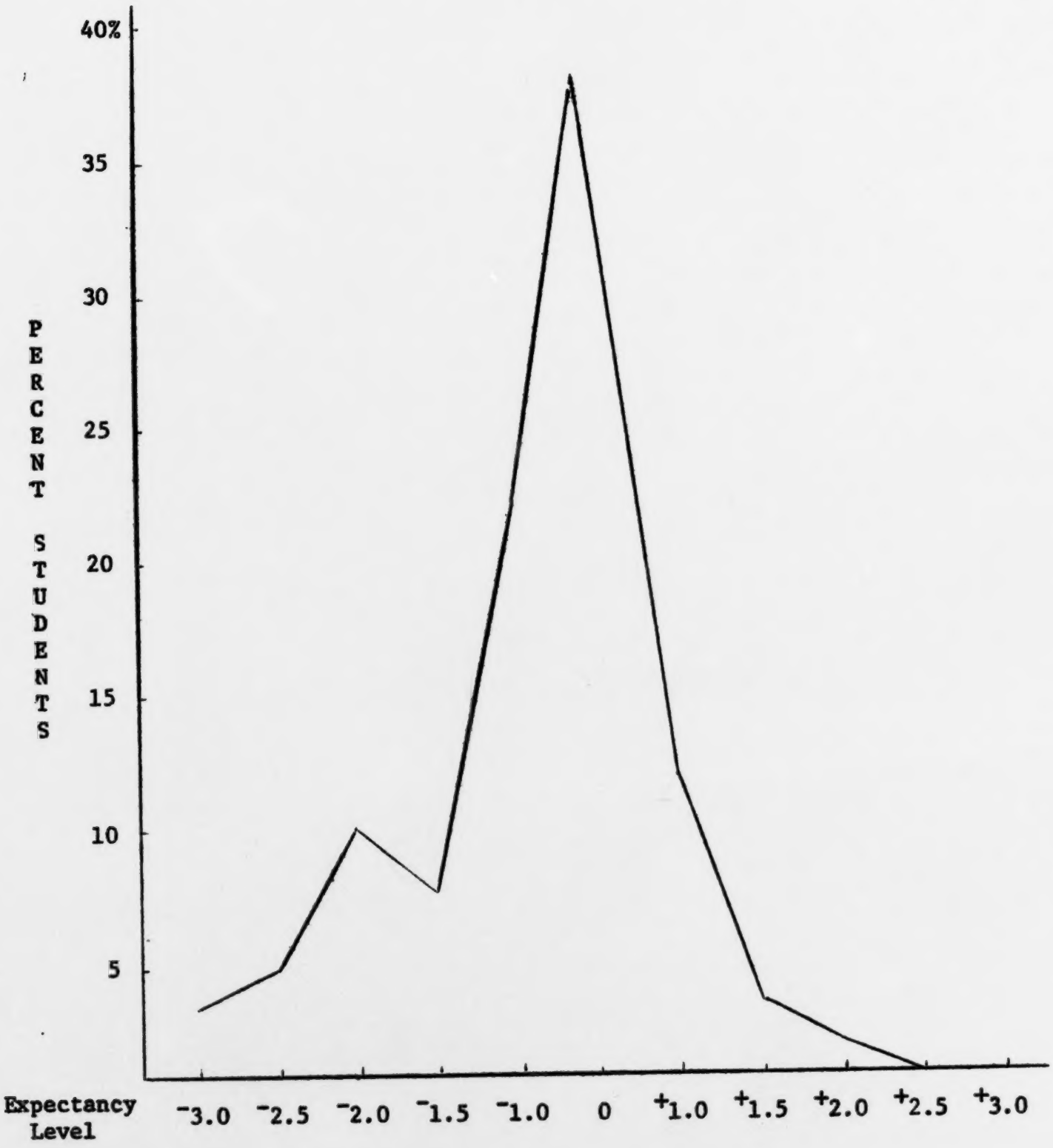


Table 9

PERCENTAGES OF READING EXPECTANCY
IN RELATION TO READING ACHIEVEMENT SCORES

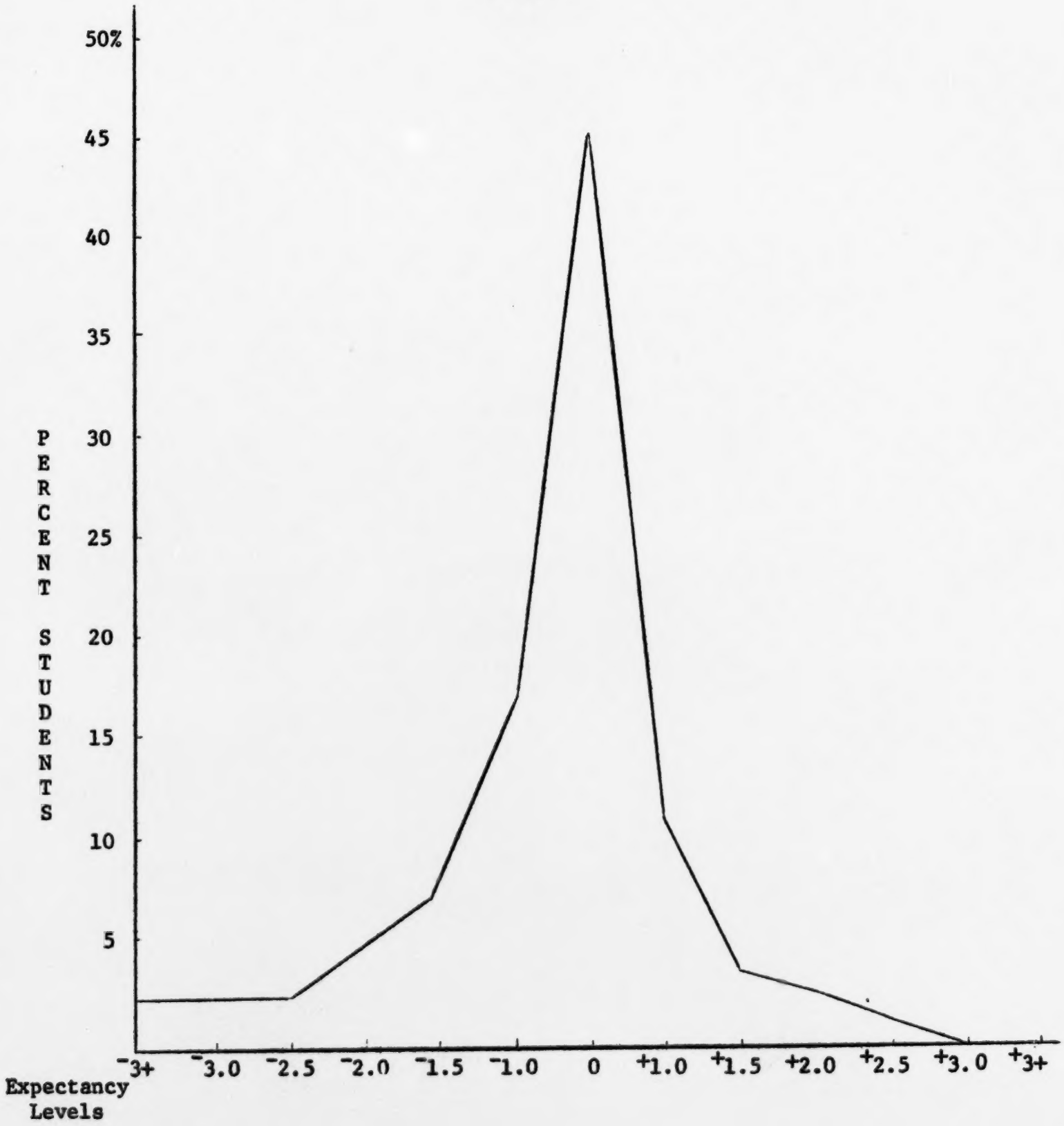
Girls

Grade	-3+	-3.0	-2.5	-2.0	-1.5	-1.0	Expectancy Level	+1.0	+1.5	+2.0	+2.5	+3.0	+3+	Total % Reporting
1														0%
2						12%	87%	6%						24%
3					2%	26%	56%	14%			2%			60%
4				6%	8%	20%	47%	12%	5%	2%				77%
5	2%		4%	9%	16%	25%	35%	9%						61%
6	9%	3%	3%	3%	13%	7%	33%	20%	9%					43%
7		7%	3%	7%	5%	7%	35%	12%	7%	7%	5%	5%		52%
8														0%
Total	2%	2%	2%	5%	7%	17%	46%	12%	4%	2%	1%			39%

Figure VIII

PERCENTAGES OF READING EXPECTANCY
IN RELATION TO READING ACHIEVEMENT SCORES

Girls



The category designed as "total percent reporting" is the percentage of students where the information was available. In many cases, the amount of information was quite low, which would seem to show a lack of an adequate testing program for the district.

Students in the second grade apparently have the highest percentage achieving at their expectancy levels with the variation increasing as they go up in years. This is not uncommon because of the fact that more variations from the expected level are achieved at the higher grades.

Tables 10 and 11 and Figures IX and X correlate the assignment of textbook of the student in relation to the child's average reading achievement score.

Table 10

BASAL TEXT ASSIGNMENT IN RELATION TO STUDENTS' ACHIEVEMENT

Boys

Grade	-4.0	-3.0	-2.0	-1.0	Achievement Grade Placement	+1.0	+2.0	+3.0	+4.0	Total % Reporting
1										0%
2				23%	75%	2%				60%
3			4%	6%	71%	19%				38%
4		2%	4%	24%	38%	22%	10%			77%
5			2%	12%	39%	31%	14%	2%		57%
6			3%	9%	65%	13%	7%	3%		41%
7	2%	4%	11%	4%	31%	24%	17%	4%	3%	92%
8										0%
Total		2%	5%	13%	49%	18%	9%	3%	1%	45%

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Figure IX

DISTRICT TOTALS OF BASAL TEXT ASSIGNMENT
IN RELATION TO STUDENTS' ACHIEVEMENT

Boys

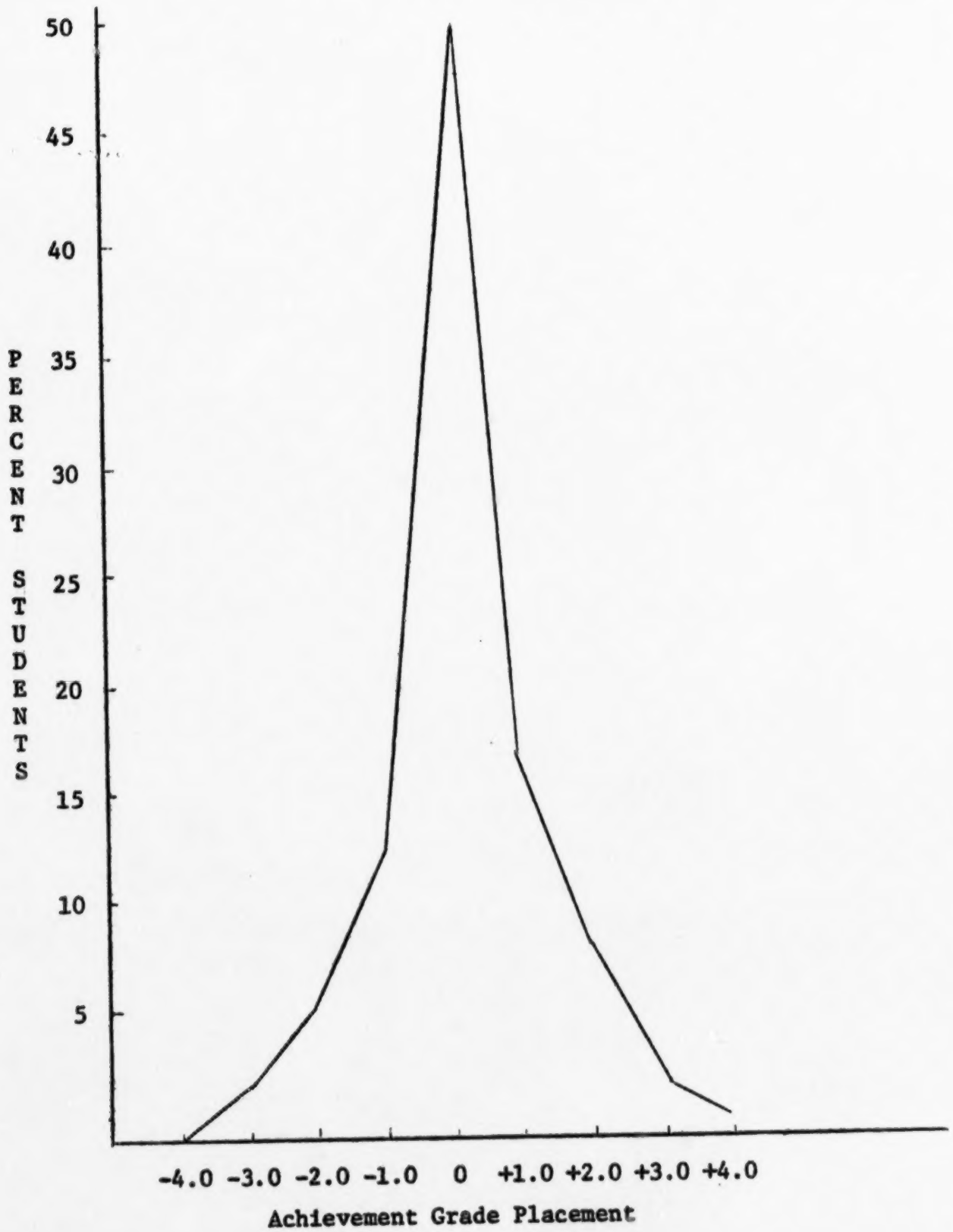

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Table 11

BASAL TEXT ASSIGNMENT IN RELATION
TO STUDENTS' ACHIEVEMENT

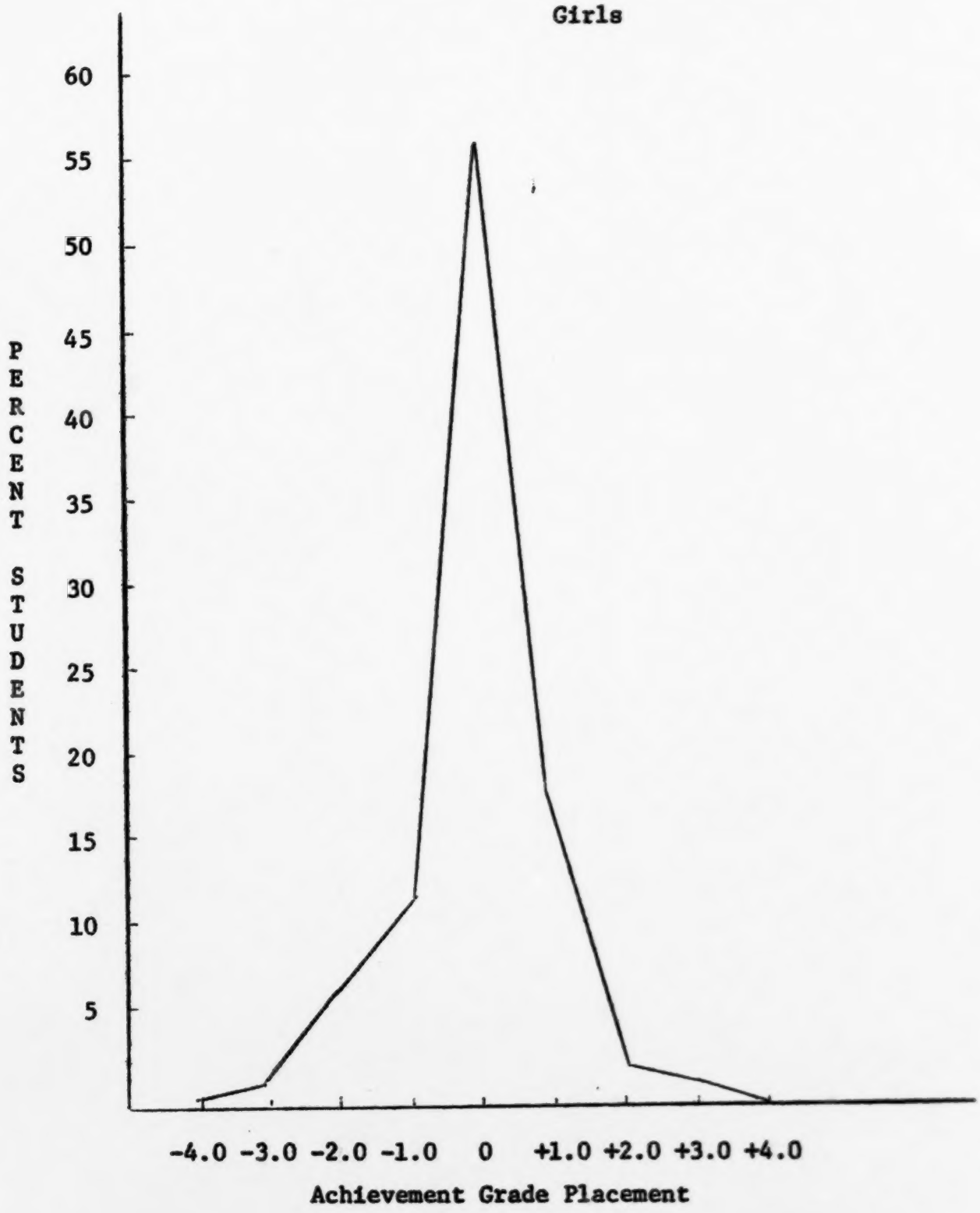
Girls

Grade	-4.0	-3.0	-2.0	-1.0	Achievement Grade Placement	+1.0	+2.0	+3.0	+4.0	Total % Reporting
1										0%
2				15%	83%	2%				58%
3			6%	10%	74%	9%	1%			80%
4			8%	22%	45%	22%	3%			79%
5			2%	6%	53%	39%				50%
6			8%	5%	50%	27%	5%	5%		31%
7	5%	8%	8%	11%	37%	17%	8%	3%	3%	90%
8										0%
Total	1%	2%	7%	12%	56%	18%	3%	1%		48%

Figure X

DISTRICT TOTALS OF BASAL TEXT ASSIGNMENT
IN RELATION TO STUDENT ACHIEVEMENT

Girls



The minus numbers illustrate the percentage of those students who are placed in reading textbooks below their reading achievement level as shown by their achievement scores. The plus numbers represent those students who have been placed in textbooks for reading instruction which are above their achievement level.

Class Sizes

The average class sizes do not necessarily represent the true picture of class loads. Some classes may be burdened with extreme loads while others may have light enrollments. The actual class sizes are:

Grade 1	Grade 2	Grade 3	Grade 4
21	23	12	23
22	22	30	29
22	24	29	31
22	24	29	16
19	21	24	22
19	21	28	30
25	23		

Grade 5	Grade 6	Grade 7	Grade 8
21	29	22	23
20	25	23	26
20	30	30	24
32	13	38	27
23	22	29	
29	27	18	

For district averages see Table 12.

Table 12

CLASS SIZES AND DISTRICT AVERAGES FOR EACH GRADE

Grade	Boys	Girls	Total	Average
1	81	69	150	21
2	86	72	158	22
3	81	71	152	25
4	73	78	151	25
5	73	72	145	24
6	75	71	146	24
7	78	82	160	26
8	54	46	100	25
Total	601	561	1,162	24

Grouping Practices

Grouping of children for reading instruction can take many forms and have many different connotations.

Teachers were asked to list the bases of grouping children, the activities in which children are involved while in groups, and the number of groups constructed in the classroom.

The intermediate and upper grades have classes grouped according to basic needs and are not necessarily grouped within the classroom in smaller groups.

Results are given below:

Basis of Grouping	Activities
reading readiness test	different text series
word recognition	phonics drills
ability	word drill
skill needs	oral recitation
interest needs	vowel-consonant pictures
need for introducing concepts and skills	phonics worksheets
Sullivan textbook	alphabet drill
I.Q. test	individual-Sullivan Series
achievement level	teacher aid help
skills	oral reading
retention	discussion groups
recall	independent work
previous reading experience	SRA kits
phonetic skills	tape recorder
reading speed	worksheets
sight vocabulary	creative writing
similar problems	library book reading

Basis of Grouping	Activities
teacher inventory	spelling words
oral-written tests	developmental reading } upper grades
SRA kit levels	remedial reading } upper grades
Gates Macginitie Reading test	
conferences with teachers (upper grades)	
need for small class instruction (upper grades)	
need for varied instruction techniques (upper grades)	

Number of Groups

3, 4, varies according to needs, 6, 14, 5, 6-10, 2, individual, little grouping, 7 groups in grades 4-6, 3 classes of developmental reading, 1 class remedial reading.

Correlation of Subjects

Instructors were asked to list subject areas in which reading was correlated and the methods used in correlating. The results are:

Subject Areas	Methods
Science	oral reading
Health	silent reading
Social Studies	discussions
All subjects	interpretations of pictures
Math	experience charts
Literature	vocabulary
Spelling	reading directions
Weekly readers	creative writing
Library	library research
English	reading for answers

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Subject Areas	Methods
Art	illustrating stories through art
Music	proofreading
Unable to delineate because of departmentalization (upper grades)	taking notes
	finalizing reports
	library and catalog
	library Dewey system
	math story problems
	health notebooks
	pronunciation in other areas
	word meaning and reference skills
	analysis of words
	defining terms
	social studies comprehension

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Test of Reading Teaching Abilities

On Thursday, January 8, 1970, The Instructional Skills in Reading Test was administered to 43 teachers charged with the teaching of reading in the elementary schools of the Winston-Dillard District. The test is designed to assess teachers' ability to identify and provide for children's specific reading skill needs. The teacher abilities being tested are those which require more than skill in reading a manual, or what might be called "the ability to follow the directions given in the manual." The test measures two major teaching abilities in the area of reading:

1. The ability to determine whether children need instruction for specific skill objectives;
2. The ability to provide instruction which will enable a child to attain a reading skill objective he could not previously attain.

The performance scores of the teachers are:

Number of items - 36

Mean Score - 9.84

Standard Deviation - 2.87

The Instructional Skills in Reading Test is composed of 36 multiple-choice questions each having four choices. A score of 9, or one-fourth of 36, could be attained by chance alone. The teachers' performance score is .84 above chance. The test indicates that some teachers have not been adequately prepared to provide the most appropriate reading skill instruction for children.

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Observations Concerning Materials

1. The school district has no central reading materials depository. Each school has its own materials supply. No procedures exist for sharing reading materials among the schools in the district.
2. There is a lack of materials of different readability levels; e.g.
   a. high interest-low readability materials for children reading substantially below grade level,
   b. advanced level readers, ninth reader level and up for children reading substantially above grade level.

RECOMMENDATIONS BY THE STAFF
OF THE WINSTON-DILLARD SCHOOL DISTRICT
GRADES 1-8

The recommendations made in writing by the teachers involved in this study have been placed in categories as listed below:

Additional Materials

Controlled readers

Listening stations

Overhead projectors

Filmstrip projectors

Film projectors

Filmstrips

Reading games

Programmed reading

High-interest, low vocabulary reading material

Multiple text adoption

Supplementary materials

Colorful texts

Phonics oriented reading program

Additional Personnel

Teacher aides

More classroom teachers

Speech therapists

Slow learner specialist

Reading specialist

Teacher-Librarians

Testing

Readiness tests for pre-school children

Comprehensive testing program

Training

Reading inservice

Additional teacher training

Teacher training in use of the library

More preparation time

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Miscellaneous Comments

Sullivan materials are being pushed on the teachers.

Reading materials are lacking except for those using the Sullivan series.

More cooperation is needed among teachers of reading.

It is important to develop favorable attitudes in teachers for reading.

Reading materials should be placed in a special room for all to use.

Principals need to develop an interest in reading at all levels.

RECOMMENDATIONS BY THE BUREAU OF EDUCATIONAL RESEARCH

Most of the recommendations made are similar to those proposed by the teachers and administrators of the Winston-Dillard School District. The study team hopes to have added empirical evidence for the solution of the already recognized deficiencies.

1. Organize a central reading materials depository, a method of distributing books, and a current cataloging of books available. The depository might contain a professional library, supplementary reading books, multi-media materials, and other teaching aids.

As Tables 10 and 11 indicate, only 49 percent of the boys and 56 percent of the girls are using a reading text at the appropriate readability level. Twenty percent of the boys and 22 percent of the girls are using a reading text having a readability level of one or more grades below the child's functional reading level. Thirty-one percent of the boys and 22 percent of the girls are using a reading text which is one or more grades above the child's functional reading level. Effective reading instruction occurs best when children are provided with appropriate level reading materials.

An adequate variety of reading materials is not available to the teachers. A central materials depository would be the most economical and efficient way of providing the necessary reading materials. The books selected should represent different reading abilities (1-12) and a variety of interest levels, such as high interest-low readability.

00044

2. Organize and conduct a continuous inservice training program for teachers of reading and administrators. The inservice program should provide theoretical background and ample opportunities for guided application in the classroom.

Figures VIII and IX indicate 44 percent of the boys and 35 percent of the girls are underachieving by one or more grade levels. An underachiever is reading below the level at which he is intellectually capable of reading.

The performance of the teachers in the Instructional Skills in Reading Test is further evidence of the need for an inservice program.

3. Hire a full-time reading consultant having the responsibility for:

   a. organizing the central materials depository,
   b. publishing a listing of materials available in the depository,
   c. preparing information concerning reading and language arts for distribution to the teachers,
   d. organizing and conducting the continuous inservice program,
   e. designing a reading diagnostic and achievement testing program for the district.

Recommendations 1 and 2 can best be accomplished by assigning the responsibility for reading instruction to one person.

The district needs a reading consultant rather than a remedial reading teacher. A remedial reading teacher could not provide direct instruction to the 44 percent of boys and 35 percent of girls who are underachieving by one or more grade levels. The number of children needing help is so great that help can be given only by the classroom teacher.

The reading consultant should coordinate a reading materials selection committee composed of teachers and administrators. The committee should consider making a multiple adoption of reading texts as a means for meeting the wide range of children's differences and teacher interest.

4. Consider alternatives for enabling teachers to meet children's individual needs:

   a. utilize more teacher-aides,

   b. utilize within-school grouping practices such as a split reading period where one-half the children have reading in the morning and the other half in the afternoon,

   c. utilize within-classroom grouping practices such as having children do independent activities while the teacher works with small groups of children having common reading skill needs.

5. Standardize the length of the language arts period at each level to conform to the minimum recommendations made by the State Department of Education.

As Figure V illustrates, first grade teachers devote anywhere from 25 percent to 68 percent of the school day to reading instruction.